

DOCUMENT RESUME

ED 275 019

CS 505 398

AUTHOR Stull, James B.; And Others
TITLE Assimilating Foreign-Born Employees into Organizations through Effective Orientation Programs.
PUB DATE May 86
NOTE 18p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986). Figure 1 may be marginally legible.
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adjustment (to Environment); *Employee Assistance Programs; Employer Employee Relationship; *Foreign Workers; Intercultural Communication; Job Performance; *Job Training; Occupational Information; Organizational Communication; *Personnel Policy; Program Development; Quality of Working Life; *Staff Orientation; *Training Methods

ABSTRACT

Since research suggests that a direct relationship exists between effective orientation and employee productivity, careful consideration must be given to content, design, and delivery issues when developing orientation training programs for foreign-born employees. The United States typically does not provide adequate employee orientation. Employees should be provided with essential information about U.S. culture, job related matters, practical living, health care, shopping, financial matters, and language training. The programs must be delivered in ways that help employees understand and communicate more effectively in their new environments, including field trips, group discussions, and introductions. The following universal communication skills should be part of any orientation program: (1) show respect for others, (2) describe rather than evaluate, (3) understand cultural relativism, (4) demonstrate empathy, (5) help manage the interaction, and (6) stay flexible. Language modification should be encouraged in any cross-cultural situation through simplification, clarification, and specification. (A model of language modification through simplification and visual aids is included.) (JD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

* This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

ASSIMILATING FOREIGN-BORN EMPLOYEES INTO ORGANIZATIONS
THROUGH EFFECTIVE ORIENTATION PROGRAMS

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Sharon Chase

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

by

James B. Stull, Ph.D.
Sharon Keech Chase, Ph.D.
and
John W. Baird, Ph.D.

Marketing/Quantitative Studies Department
School of Business
San Jose State University
One Washington Square
San Jose, CA 95192
(408) 277-3494

presented to

36th Annual Conference of the
International Communication Association

May 22-26, 1986
Chicago, Illinois

ED275019

CS 505398

ASSIMILATING FOREIGN-BORN EMPLOYEES INTO ORGANIZATIONS THROUGH EFFECTIVE ORIENTATION PROGRAMS

Ramido Higuera has been in the United States for two months; he works for an electronics company. Early on Ramido's first day on the job, his boss asked him to "take a stack of P.C. boards over to R and D; then pick up the P and L statement from accounting." Ramido became confused and asked his boss what he meant by P.C. boards, R and D and P and L statement. His boss gave a hurried explanation of each term and mumbled under his breath something about always having to explain everything to "those damned foreigners."

Toshio Yoshida, from Japan, has worked for a food manufacturer for about one year. He has always been prompt and has not missed a day of work all year. One day, his supervisor asked him when he was going to take his vacation--that he had two weeks coming to him. Toshio responded that he did not want any time off; he wanted to work. Toshio and his supervisor discussed this for about five minutes, then his supervisor walked away frustrated. He had a difficult time getting Toshio to understand that in the United States it is customary for employees to take vacations.

Nam Tranh is a Vietnamese refugee who, through a relative, got a job at a local hotel; this is her first job in the United States and, up until the end of her first week on the job, she had never before seen a paycheck; in Vietnam, she was always paid in cash or she traded. When she received her first paycheck in the U.S., Nam recognized her name on the check and the numbers after the dollar sign. She took the check to a store to buy groceries. The clerk told her she would have to cash the check at a bank. The next morning, her son tried to cash the check at a bank. After a lengthy, confusing discussion, Nam's son left the bank with the uncashed check. The teller would not cash it without seeing proper identification or proof of an account at that bank.

Each situation illustrates how employees can become confused if they are not familiar with societal and organizational "survival skills." This is true particularly for foreign-born

employees, many of whom have difficulty listening to and comprehending spoken English. According to Baker (1985), this problem may stem from a number of causes. First, Americans speak rapidly, often running their words together and not pausing. They use slang, idioms, buzz words and jargon, unfamiliar to the foreign-born. Second, due to time pressures, interactions may be rushed, leaving little time for adequate communication. Third, the communication may be stressful.

U.S. supervisors, managers and trainers face an enormous challenge. How can they tap the potential that foreign-born employees have? How can they get them to "give their all" for the company? A number of training programs on developing cultural awareness for managers have emerged in the past few years. Many companies have offered English as a second language courses for foreign-born. But is this enough? This paper suggests that one of the best places to start is with effective training orientation programs. A new focus is needed in training--a focus on the foreign-born employee. What type of training can U.S. companies provide for the foreign-born that will help them assimilate into a new culture and a new company? This paper discusses the content and delivery aspects that need to be dealt with in order for orientation training programs to be effective.

THE BOTTOM LINE: DO EMPLOYEE ORIENTATION PROGRAMS
LEAD TO INCREASED PRODUCTIVITY?

Bienvenu (1969) reports that case studies show a direct relationship between worker productivity and job orientation (p. 28). He warns that poor orientation or no orientation at all

leads to worker discomfort, frustration and insecurity; these feelings lead to lack of cooperation and to inefficiency. Ambiguous beginnings result in a less-than-positive perception of the organization and in behavior that has long-term negative affects on worker productivity.

Jablin (1982) defines organizational assimilation as "the process by which organizational members become a part of, or are absorbed into, the culture of an organization" (p. 256).

Craig (1976) suggests that this initial orientation may very well be a major ingredient contributing to a organization's success:

One of the most teachable periods for all employees is the time when they join a new company or accept a new position. Too often the orientation they receive is non-[productive] or counter to the norms that would be most useful. What passes for orientation is nothing more than a review of company benefits, a routine run-down of rules, and a half-hearted pep talk. The orientation program can, however, be utilized to introduce to the new employee the positive norms existing in the organization, as well as the organization's norm goals (p. 17-5).

HAVE U.S. ORGANIZATIONS TYPICALLY PROVIDED ADEQUATE EMPLOYEE ORIENTATION?

Nadler (1975) reports that since the 1950s, it is more common for people to come to work with little or no knowledge of appropriate behavior in the office or factory--that schools give some but not enough information; consequently, organizations must bridge the gap between work and school through orientation training programs. Many countries indoctrinate students in the underlying concepts of the economic system of the country in the school systems. The United States really doesn't. As a response, General Electric has developed a series of films and

session outlines to be used with technical and engineering recruits to help them understand the economic system of the United States (p. 105). Younger workers, he continues, are not about to conform to the existing organization. Accommodation is necessary among younger workers, older workers, management and organizational objectives. Organizations must have carefully organized and conducted training sessions (p. 108).

Wanous (1980) points out, . . . "in most organizations newcomers enter alone or in small numbers. They enter an ongoing system in which they tend to be overwhelmed by the inertia and traditions of the organization and by the sheer numbers of established insiders" (p. 168). Wanous identifies some typical examples of organizational influence on role expectations: job descriptions, formal instructions, and a variety of informal communications from peers, subordinates, and one's own boss.

Fulmer (1974) defines organizational orientation as a period of introduction during which newcomers are told "which way is up" (p. 238). He clarifies that, while newcomers are scarcely introduced to anything too difficult to comprehend, they should still be observed to see that they are getting general ideas. Most organizations provide an official orientation session--a movie, a group conference or a lecture. Most companies, however, do a poor job during orientation; that is, they "put their worst foot forward." Nadler (1975) observes that when there is mobility in the outside labor market, there can be a tendency to reduce the resources committed to employee orientation training. Managers are realizing, however, that improved orientation training can lessen turnover among new, younger workers.

Stockard (1977) refers to orientation programs as one of the poorest examples of organizational training and development because, typically, organizations only devote a few hours or a day to it and most of the delivery is through lecture and packaged materials. A common orientation program would include an introduction to the mission statement of the company, organizational structure, leadership, programs, policies and practices of the organization rights, privileges and responsibilities of the employee and routine services available. The session usually falls on or near the date of organizational entry (p. 35).

Fulmer offers a list of types of subjects usually covered during orientation sessions:

1. Company history, products, and major operations.
2. General company policies and regulations.
3. Relation of foremen and personnel department.
4. Rules and regulations regarding:
 - a. Wages and wage payment.
 - b. Hours of work and overtime.
 - c. Safety and accidents.
 - d. Holidays and vacations.
 - e. Methods of reporting tardiness and absences.
 - f. Discipline and grievances.
 - g. Uniforms and clothing.
 - h. Parking.
 - i. Badges.
5. Economic and recreational services available.
 - a. Insurance plans.
 - b. Pensions.
 - c. Athletic and social activities.
6. Opportunities.
 - a. Promotion and transfer.
 - b. Job stabilization.
 - c. Suggestion systems.

Stockard goes on to argue, however, that orientation programs are valuable in that they can inform new employees of benefits and responsibilities; they can motivate employees through clear mission statements and methodologies for reaching

them; they can challenge employees by illustrating clearly the career opportunities for each employee who is willing to put forth the effort necessary to take advantage of those opportunities. Bass and Vaughn (1966) regard orientation training as essential in order to keep employees from having vague misconceptions and misinformation.

WHAT SHOULD BE INCLUDED IN CUSTOMIZED ORIENTATION PROGRAMS FOR FOREIGN-BORN EMPLOYEES?

Special orientation programs for foreign-born employees should be developed from the perspective that many of the new employees are arriving new to the United States and probably have very little understanding of how to survive in their new culture. They have many unique needs that can be addressed in orientation programs. They include cultural topics and experience in the aspects of life and language which are central to understanding how things are done in the United States; appropriate vocabulary and idioms; practical tasks that put newly-acquired information to work; and exercises in pronunciation, listening and responding that increase recognition and productive language skills.

Ron Greenman of the International Language and Culture Training Center in San Jose, California, recommends that orientation programs for the foreign-born include information on housing, money, clothing, food, transportation, office administration, banking, health, occupation and culture orientation. Consequently, programs might include any of the following topics:

U.S. CULTURE

- * Culture orientation--order of names, nuclear family, library resources, welfare and alien registration applications, guarantees, holidays, punctuality, telephone assistance, emergency assistance, leisure activities, requesting and giving directions, generation gap, culture shock, language protocol, legal aid, etc.
- * United States government--foundations of democracy, how the U.S. government works, rights and responsibilities, etc.

JOB RELATED MATTERS

- * Job-seeking skills--job application files, interviews, cover letters, resumes, alien registration numbers, social security numbers, wages, benefits, employment handbooks, job schedules, salaries, withholdings, etc.
- * Job-keeping skills--promptness, attendance, time cards, honesty, quality, advancement, leaving messages, making appointments, overtime, sick days, etc.
- * Office administration--office floors and room numbers, identification signs, safety, proper dress and conduct, employer expectations, telephone locations, mail regulations, change of address, directories, registered and insured mail, addressing, Zip Codes, post office hours, mail pick-up and deliver, mail slots, post office boxes, odd and even numbers, dates, clocks, time zones, calendars, telephone usage, emergency numbers, OSHA, etc.
- * Corporate Culture--corporate language, attitudes, values, philosophy, mission, politics, rules, relationships, training, technology, meals, benefits, etc.

PRACTICAL LIVING

- * Transportation--types, driving regulations, car maintenance, automobile emergencies, traffic tickets, insurance, license requirements, car prices, bus and train numbers, distance, mileage, fares, rates, tickets, gate numbers, maps, street signs, directories and oral directions.
- * Practical living skills--reading and following directions, reading a newspaper, reading a schedule, using the telephone and telephone book, using the want ads, becoming a driver, first-aid, getting around cities and towns, finding a good used car, caring for a car, etc.
- * Getting help--finding a lawyer, dealing with pregnancy, drug abuse, emotional problems, etc.

- * Apartment living--renting, leases, sharing an apartment, advertisements, renting, leasing, utilities, apartment and floor numbers, addresses, due dates, repairs, requesting information, types of homes, maintenance, crime prevention, fire prevention, etc.
- * Insurance--auto, health, homeowner, life, etc.
- * Clothing--sizing, colors, fabrics, care instructions, sales tax, fitting rooms, proper dress, etc.

HEALTH CARE

- * Proper diet--nutrition, food choices, basic food groups, nutrients, calories, vitamins and minerals, etc.
- * Grooming--hair, skin, teeth, nails, body odors, etc.
- * Health--ailments, medical and dental insurance, insurance applications, health history, medical labels, taking one's temperature, prescriptions, height and weight, appointments, medication schedules, expiration dates, excused absence reports, emergencies, medical advice, immunization, first aid and safety, accident prevention, dental hygiene, drugs, cigarettes, alcohol, etc.
- * Medical care--first aid, finding a doctor, how to explain symptoms, following doctors' advice, etc.
- * Physical fitness--importance of exercise, physical capabilities, schedules, etc.

SHOPPING

- * How to Shop--advertisements, weights and measures, types of stores, aisle numbers, expiration dates, length of food storage, prices, coupons, sales, unit pricing, container sizes, ordering food in a restaurant, manners, etc.
- * Smart shopping--comparison shopping, packaging, quality, price, units of measure, sizes, stores, etc.
- * Advertising--reading ads, traps in ads, shopping from home, etc.
- * Consumer rights--voicing complaints, guarantees, warranties, sellers policies on returns, refunds, exchanges, etc.

FINANCIAL MATTERS

- * Banking--checks, money orders, bank accounts, deposits, withdrawals, credit, loans, account numbers, interest, costs of loans, types of loans, bank hours, tellers, etc.

- * Savings plans--opening bank accounts, making deposits, measuring interest, withdrawing funds, reading bank statements, etc.
- * Checking accounts--why use checks, how to select a bank, writing checks, balancing check registers, etc.
- * Budgeting--variable and fixed expenses, financial planning, disciplined spending, priorities (needs vs. wants), etc.
- * Money matters--denominations, ads, prices, sales, bills, checks, coupons, tips, unit pricing, fares, rates, insurance, interest, loans, check writing, credit cards, bank uses, salaries, withholding taxes, crime prevention, etc.
- * Credit--advantages, pitfalls, layaways, buying on time, contract considerations, opening accounts, completing applications, using credit cards, reading statements, the dangers of "easy" credit, the benefits of using credit, etc.

LANGUAGE TRAINING

- * Language training--ESL, supermarket language, restaurant language, medical language, job application language, entertainment language, drugstore language, driver's license language, credit language, clothing language, banking language, etc.

Stockard reminds us that orientation training is an ongoing, continuing process that should start on the first day of employment and end on the last. It is a responsibility that should be shared by personnel offices and all levels of supervision and management. Bass and Vaughn (1966) recommend that each new employee be assigned a "sponsor" or mentor.

Wanous (1980) suggests that socialization of employees can take place through on-the-job training, education, apprenticeship, debasement experiences, and cooptation. He describes four models of organizational socialization developed by other experts; each alludes to the notion that some type of orientation takes place, but none addresses a methodology of a

structured orientation effort on the part of the organization.

One component of such methodology that is of particular interest to trainers is the delivery of the program, particularly the communication techniques used.

COMMUNICATION TECHNIQUES THAT WILL FACILITATE THE DELIVERY OF ORIENTATION PROGRAMS

Once an organization assesses its needs for orientation programs for foreign-born employees, and once the content and curriculum of such programs have been determined, trainers need to focus on the delivery of material deemed important.

According to Greenman, of San Jose's training center, many of the people needing the training are refugees, in the country for only a short time and with less than a sixth grade education. Consequently, the training should be fairly simple, focusing on practical survival skills and communicated in the simplest of terms.

Sample activities include field trips, group discussions, introductions, job interviews, decision-making activities, meeting Americans, newspaper projects, nonverbal exercises, oral interpretation, readings, sharing opinions and feelings, story telling-narratives and vocabulary building.

INTERCULTURAL BEHAVIOR COMPETENCE

Ruben (1976), Harris and Moran (1979), and Baird and Stull (1981, 1982) have discussed universal communication skills, believed to be effective in most cross-cultural situations. These universal skills need to be part of any orientation program designed to prepare foreign-born employees to survive in the new

culture. The following universal skills should be included:

SHOWING RESPECT FOR OTHERS. The display of respect is typically met with reciprocal respect. This will result in a sense of equality between individuals and a great deal of self esteem. While manners of showing respect will differ from culture to culture, it may be conveyed in a variety of ways--through eye contact, body posture, voice tone and pitch, and general displays of interest. Demonstrate a willingness to work with others. Share responsibilities. Avoid self-oriented role behavior. Compliment others on their progress with the English language. Express an interest in learning the language and culture of the other person.

DESCRIBE RATHER THAN EVALUATE. One's ability to communicate in a descriptive, nonevaluative, nonjudgmental way improves chances for effective relationships. Stick to the facts; separate them from inferences and value judgments. Specificity and objectivity improve one's credibility.

UNDERSTAND CULTURAL RELATIVISM. Realize that different people perceive the world around them in their own ways. What may be "right" or "true" in your culture will likely be different than what is "right" or "true" in others' cultures. There are various solutions to problems that may be missed because of one's cultural blinders.

DEMONSTRATE EMPATHY. Put yourself in the other person's shoes. Ask yourself how you would like to be treated in a given situation? How would you feel being treated in the manner that you are treating the other person? Most important, how do you think the other person is feeling about the way you treat him or her, considering that person's cultural orientation.

HELP MANAGE THE INTERACTION. Know when to talk and when to listen. Share the responsibility for initiating and terminating conversation. Be spontaneous rather than manipulative and calculating. Be aware of the needs and desires of others.

STAY FLEXIBLE. Be able to react to new, experimental or ambiguous ideas and situations without showing any discomfort or distress. Accept the challenge; be willing to learn. Keep your sense of humor. Be calm and patient.

These skills can be taught to both trainers and employees through the use of experiential exercises, activities and role plays designed to give participants "hands-on" practice in skills.

LANGUAGE MODIFICATION

One's ability to be an effective communicator in any cross-cultural situation will require a certain degree of language modification. Mauser (1974) presents a number of suggestions for effective intercultural communication. The rules apply to both oral and written messages. Here, we have categorized ways to modify one's language: simplify, clarify, and specify. These categories must be considered in developing and delivering training orientation programs to foreign-born employees.

SIMPLIFY

Choose a simple word or phrase whenever possible, and the more concrete, the better. Say "letters" rather than "communications," "pay" rather than "remuneration," and "at the same time" rather than "simultaneously."

Use short sentences and limit the ideas expressed in each sentence. Thus, if the listener is momentarily at a loss for the meaning, you won't overwhelm him or her with information overload.

Avoid long discourses; allow the conversation to go back and forth. Dialogue facilitates comprehension.

Become familiar with the metric system so that you can convert measures like miles and pounds. Try to convert dollar amounts into the currency equivalents of the person to whom you are talking.

CLARIFY

Use standard English, avoiding slang and figures of speech. Expressions like "that rings a bell" and "proof of the pudding" and double entendres such as "they'll eat that up" are not only impossible to grasp, but also difficult to look up in a reference book. Avoid jokes and sarcasm.

When speaking about business, use widely understood (if often more general) terms rather than American terms, such as "profits" instead of "earnings per share." Avoid jargon, such as "blue chip" and "profit maximization."

Speak slowly, making sure to separate words. Do not drop

word endings. Avoid compressed/reduced speech like, "Whaddya' doin?" or "Whatcha' been upta'?"

At the end of each phase of a discussion, recap the essential items with an interjection such as, "Let me review the points we've just made. . ."

When the other party seems to be momentarily pausing or groping for a way to express thoughts, hear the person out; don't let the conversation drift away from that person.

SPECIFY

Be specific and illustrate your points when feasible--for example, "Your situation is just like what happened to our supervisor when she first came to work here." Use several media, including pictures. Use nonverbal communication discriminately. Use correct names for things. Use action verbs.

If it is possible, provide in advance of the conversation or meeting a summary of ideas, proposals or vocabulary that the other party might find difficult to understand or discuss. He or she will appreciate the chance for preparation.

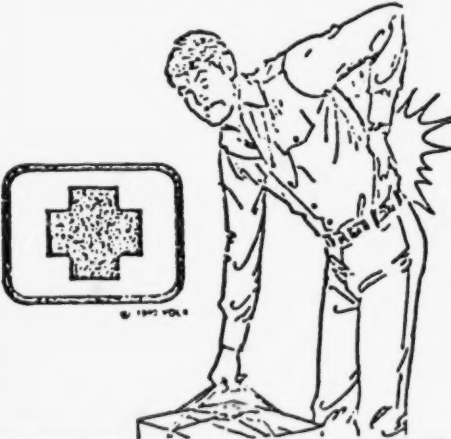
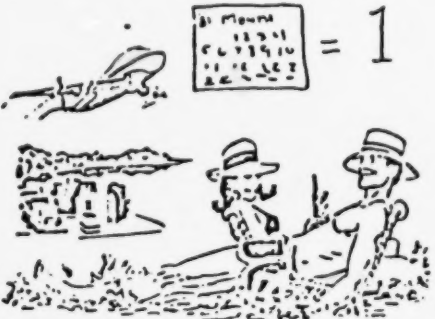
Take notes on or record your meeting and provide your foreign-born employees with a detailed report on it. This will assure them that they heard you correctly and minimize misunderstandings about what transpired.

The Electronics Association of California provided us with some examples of how language modification might be applied to information in the development of employee handbooks (Figure 1). Great care must be taken to ensure that simplified statements and pictures still communicate the important points accurately. The illustrations below have been referred to as inaccurate and confusing. Can you see why? Still, they provide us with an idea of how trainers giving orientation programs can make "picture worth a thousand words."

[FIGURE 1]

FIGURE 1

LANGUAGE MODIFICATION THROUGH
SIMPLIFICATION AND VISUAL AIDS

ORIGINAL	SIMPLIFIED	VISUAL AID
<u>SAFETY</u> National Widget tries to provide a very safe place in which to work and to abide by all applicable safety standards. Safety is also the responsibility of every employee and we encourage you to be careful and safety conscious as you go about your work. If you see an unsafe condition or practice, please bring this to the attention of your supervisor. Finally, certain safety rules have been established which you are required to observe, such as wearing safety glasses on certain jobs and in certain areas. Your supervisor will discuss these with you in more detail.	Be careful when you work, so you won't have an accident. Tell your boss if something is not working the right way.	
<u>VACATION PLAN</u> Full time National Widget employees earn vacation at the following rates: 8 hours per month up to 80 hours per year. If you join National Widget between the 1st and the 10th day of the month, accrual starts in that month. If you join National Widget after the 10th, accrual starts the 1st of the next month. However, you must be employed at least six months before you may start taking vacation, or receive pay for accrued vacation, should you leave National Widget.	You will get one day of paid vacation for every month you work. You must work here for six months. Then you can take a vacation.	

© 1991 by the Association of Engineering

SUMMARY

This paper has suggested that orientation training programs for foreign-born employees are necessary and may provide the kind of "entry" into an organization that is needed for employee productivity. These programs must give careful consideration to the content essential for employee success. Also, programs must be delivered in ways that help employees understand and communicate more effectively in their new environments. It is only through careful consideration of content, design and delivery issues that we can begin to develop quality orientation training programs that will pay off.

REFERENCES

- Baird, John W. and James B. Stull, "Communication Effectiveness in Multinational Organizations: Developing Universal Inter-cultural Skills," paper presented to International Communication Association, Minneapolis, 1981; also in ERIC Resources in Education, January 1982.
- Baker, Octave, "Locked Out," San Jose Mercury News, October 27, 1985.
- Bass, Bernard M. and James A. Vaughn, Training in Industry: The Management of Learning, Belmont, CA: Wadsworth, 1966.
- Bienvenu, Bernard J., New Priorities in Training: A Guide for Industry, American Management Association, Inc., 1969.
- Bodman, Jean W. and Michael R. Lanzano, Milk and Honey: an ESL Series for Adults, New York: Harcourt, Brace, Jovanovich, 1981.
- Cathcart, Ruth and Michael Strong, Beyond the Classroom, Rowley, MA: Newbury House Publishers, Inc., 1983.
- Craig, Robert L. (ed.), Training and Development Handbook: A Guide to Human Resource Development, American Society for Training and Development, New York: McGraw-Hill, 1976.
- Ford, Carol K. and Ann M. Silverman, American Cultural Encounters, Hayward, CA: The Alemany Press, 1981.

Fulmer, Robert M., The New Management, New York: Macmillan Publishing Co., Inc., 1974.

Harris, Philip R. and Robert T. Moran, Managing Cultural Differences, Houston: Gulf, 1979.

Jablin, Fredric M., "Organizational Communication: An Assimilation Approach," in M. E. Roloff and C. R. Berger (eds.) Social Cognition and Communication, Beverly Hills, CA: Sage Publications, 1982, pp. 255-286.

Jablin, Fredric M., "Assimilating New Members into Organizations," in Robert N. Bostom (ed.) Communication Yearbook 8, Beverly Hills, CA: Sage Publications, 1984, pp. 594-626.

Mauser, Ferdinand F., "Losing Something in the Translation," Harvard Business Review, July-August, 1974, pp. 14, 163-164.

Miller, Vincent A., The Guidebook for International Trainers in Business and Industry, New York: Van Nostrand, 1979.

Ruben, Brent D., "Assessing Communication Competency for Intercultural Adaptation," Group and Organizational Studies, September 1976, Vol. 1, No. 3, pp. 334-354.

Nadler, Leonard, "Developing Managerial Understanding of the Younger Generation," in Bernard Taylor and Gordon L. Lippitt (eds.), Management Development and Training Handbook, London: McGraw-Hill, 1975.

Olsen, Roger E. W.-B., American Business Encounters, Hayward, CA: The Alemany Press, 1981.

Stockard, James G., Career Development and Job Training: A Manager's Handbook, New York: AMACOM, 1977.

Wanous, John P., Organizational Entry: Recruitment, Selection, and Socialization of Newcomers, Reading, MA: Addison-Wesley, 1980.

Weinstein, Nina, Communication Skits, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983.

* Note: For a catalog on resources for providing orientation for employees with special needs, write to:

Janus Book Publishers
2501 Industrial Pkwy. West, Dept J C 8 5
Hayward, CA 94545

Ron Greenman, Director
Int'l Language and Culture Tng. Ctr.
300 South 11th Street
San Jose, CA 95112